

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>9780153638619</b>		Publisher - <b>Harcourt School Publishers (HSP)</b>		Provided by the Publisher
	<b>Kentucky Student Edition</b>				
	Type - P1	Author - Bell, et al			
	Copyright - 2009	Edition - First	Readability - 6.2		
	Course -		Grade(s) - 6		
	Teacher Edition ISBN if applicable			9780153638671	

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

The book includes Kentucky specific examples that span the state. The examples are relevant to the content and provide relevance to Kentucky students.

Includes many assessment options for teachers.

The teachers edition is separated into the three major units of Biology, Earth/Space and Physical Science. This is also a weakness because little to no connections are made between the science disciplines.

### CRITERIA

This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |                                           |                                            |                                   |                                 |                              |
|-------------------------------------------|--------------------------------------------|-----------------------------------|---------------------------------|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| b) Motion and Forces                      | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| e) Biological Change                      | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation                  | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| g) Interdependence                        | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |

**2) Addresses content-specific enduring**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

understandings from the related Program of Studies standards.

3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☐ Strong ☒ Moderate ☐ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

The content for the Kentucky program of studies is addressed in this textbook and a great deal of extra material is included. The critical thinking questions included often can be answered sufficiently with two to three words.

**B. Functionality & Suitability**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy

*Note: may apply to either student or teacher editions*

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

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**4) Connections to Technology**

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
  - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

At the end of a section in the student textbook, suggestions for written work are included. One example is on page 619 in the student book. The written projects involve a variety of activities. Some include the audience that the written work should be targeted.

In the student text, on page 49 there is a spelling error and on page 557, the picture of a nucleus looks more like red blood cells.

In the teacher's edition, suggestions for ESL and enrichment and accommodations are included for above and below grade level students.

The teacher's edition includes multiple suggestions for connections to technology.

**C. Supports Inquiry and Skill Development**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Promotes Inquiry, research and Application of Learning**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
  - Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
  - Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
  - Provides opportunities for application of learned concepts.
  - Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
  - Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.
- Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

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- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

In the student textbook, both guided inquiry and open inquiry activities are included prior to the reading on the subject. In-bedded in the reading are additional investigations. The student textbook included a limited number of charts and graphs for students to interpret. The teacher's edition includes extra inquiry skills and it also addresses the misconceptions. The teacher's addition provides a limited amount of background information for teachers.

**D. Supports Best Practices of Teaching and Learning**

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Engages Students**

☐ Strong ☒ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

This textbook includes brief biographies of scientists working in a specific science discipline. These biographies are clearly written for a sixth grade audience. The textbook includes applications to real-life situations, but does not integrate between

the science disciplines. The textbook does attempt to make connections between social studies, mathematics and language arts.  
The teachers edition includes several different forms of assessments that the teacher may use. Examples include portfolios, performance assessments, student self-assessments and on-line assessments.  
In the student text, students are given section reviews, and end of unit big ideas. They assessments in the lesson and chapter reviews include the formal type of assessments as well as laboratory assessments.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Organizational Quality**

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☐ Moderate ☒ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

The textbook is easy to follow. The same types of activities are found in the same locations, with the same color coding in all three major units.

Coonections to writing, math and other disciplines is usually separted for the flow of the reading.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend*

☒ **Strong Evidence**  
☐ **Moderate Evidence**

*this resource as a basal should not be influenced by Section F*

☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Many additional materials are available for purchase including ESL materials and KY specific assessment materials. Many of the additional materials are on-line materials.